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be used in connection with any other textbook on the subject. The exercises are presented in the order of the studies in the larger text; the insects and crustaceans initiating the student and the succeeding lessons taking him down the scale to the protozoa and then up the vertebrate line in the order of evolution. As might be expected from a glance at their *General Zoölogy*, the authors require a study of the living animal before any dissecting is done or drawings are made. This brings the young pupils in contact with the real object in an interesting way and tends to stimulate them to further investigation of the subject aided by the "Additional Topics for Study" appended to many of the chapters. Two sets of questions are arranged for directing the work; one in the form of unnumbered paragraphs, and the other, numbered paragraphs. Laboratory outlines for the study of living animals are in demand and this guide is therefore a welcome one to teachers who appreciate the value of field work combined with laboratory exercises.

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*Elementary French.* By FRED DAVIS ALDRICH and IRVING LYSANDER FOSTER.  
New York: Ginn & Co., 1907. Pp. 329.

This book is characterized by clearness and simplicity of arrangement, and by the natural and logical development of the subject. Exceptions may be made, however, to the plan of reserving the inflection of the verb *avoir* until the thirteenth lesson, and to deferring the subject of irregular verbs until the thirtieth. Thirty-four new irregular verbs are then given in six lessons: this is an exhaustive amount of memorizing for the average student. On the whole, this compilation of grammatical facts is one of the best issued during the last year.

ELIZABETH WALLACE

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*A Primer of General Method.* By SIDNEY EDWARD LANG. Toronto: The Copp, Clark Co., 1906. Pp. x+224.

This book professes to be an introduction to educational theory and practice on the basis of logic. It is designed for use in normal schools. There are fourteen chapters on logic, followed by three on concrete problems of education.

The portion devoted to logic is better than that given to education. The author has drawn upon the best contemporary writers on logic, such as Dewey, Creighton, and Welton. The point of view emphasizes, as we might expect, the organic relation between the knowledge processes and practical interests. The author's style is simple and clear on the whole, and he uses a commendably large number of simple illustrations.

The chapters on education give one the feeling that they are rather loosely tacked on at the end, instead of being closely sequent upon the thought developed in the logic on which they are supposed to be based. This is particularly true of the chapter on "Work, Play, and Drudgery," the thought of which would more naturally be developed from the psychology of these processes than from the logic which has preceded. There is, however, much pertinence to the thoughts which the author has expressed in the chapters on education.

This book will be found useful for those teachers who wish to supplement courses in psychology with a very brief and elementary outline of the simpler phases of logic. It is the reviewer's opinion that pedagogy, in its recoil from formal logic, is neglecting too much the suggestions which come from the more recent and more dynamic interpretations of logic.

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*La Chanson de Roland: A Modern French Translation of Theodor Müller's Text of the Oxford Manuscript.* With Introduction, Notes, Bibliography and Index, Map, Illustrations, and Manuscript Readings. By J. GEDDES, JR., PH.D. Macmillan's "French Classics," edited by PROFESSOR F. C. DE SUMICHRIST. New York: The Macmillan Co., 1906. Pp. clx+317. \$0.90.

"*La Chanson de Roland c'est notre Iliade!*" exclaimed Léon Gautier, who gave so many laborious years to the study and popularization of the Old French epic. It is a pity that Gautier did not live to see this excellent edition by Professor Geddes, for it would have given him genuine pleasure.

The work is elaborate and scholarly. Besides a modern French translation of the text, it contains an exhaustive bibliography, an interesting survey of the character and diffusion of the Old French epics, some excellent illustrations, and complete indices.

Although Professor Sumichrast's series is "for school and college use," it is not easy to be certain as to exactly what public the author had in mind in making this textbook. Those whose interest has not led them to learn Old French are likely to be dismayed by the elaborate bibliography and other apparatus. On the other hand, to those who read the older language the modernized text is only a postponement and a vexation. Is there not a certain inconsistency in coupling an exhaustive bibliography with a translated text? After all, what are the uses of a complete bibliography? Are they not to control the statements of editors, to enrich the close study of the text, and to aid in further researches? But who, engaged along any of these three lines, would not demand the text itself and the best text obtainable? Is the language so formidable? The writer has known college students to read the *Roland* as they read their Chaucer, and with no greater difficulty.

We must regret, therefore, that Professor Geddes did not "go the whole game," as G. Paris did in still useful *Extraits*, and give us, in this case, the Stengel text, with or without a modern version, but with a good vocabulary. Such a work, especially if sold at the remarkably low price of the present volume, could and undoubtedly would be placed at once in the hands of the increasing number of pupils who elect Old French.

In the comprehensive presentation of all the aspects of the famous epic we have noted the apparent omission of reference to works on the music to which the song was sung. The *Roland* is indeed a *chanson*, and not a *roman*. The melody no doubt stood for much in the total effect upon the mediaeval hearer. It is true, of course, that comparatively little is known in this field, but it would